

Presence in the Sampler does not imply endorsement. We have included rubrics at all levels of quality to illustrate points made in the text.

## Rubric Sampler Table of Contents

Criteria for a Research Report, Grade 5 . . . . .	3
Math Rubric, Grade 3+. . . . .	4
Rubric for Small-Group Discussion, Grade 3+ . . . . .	5
Essay Scoring Criteria, Secondary Social Studies . . . . .	6
Central Kitsap Mathematical Problem Solving Three-Trait Scoring Guide—Summary . . . . .	8
Central Kitsap Mathematical Problem Solving Three-Trait Scoring Guide—Adult Version . . . . .	9
Central Kitsap Student-Friendly Guide to Mathematics Problem Solving at a Glance . . . . .	12
Six-Trait Model, Overview . . . . .	16
Six-Trait Model, Student-Friendly Version. . . . .	17
Six + 1 Trait Model, Adult Version . . . . .	23
Everett Rubric for Instructing and Assessing Self-Directed Learner . . . . .	33
Self-Reflection Rubric . . . . .	35
Group Discussion Rubric, Adult Version. . . . .	36
Student-Friendly Guide to Group Discussions. . . . .	41
General Conceptual Understanding Rubric . . . . .	45
Criteria for Judging the Whole Portfolio. . . . .	47
Key Holders . . . . .	50
Survival Experiment . . . . .	51
Oral Presentations, Grade 5+ . . . . .	52
Wauwatosa Developmental Continuum in Writing, Grades K–5 . . . . .	53

## Alphabetical Index of Rubrics

Essay Scoring Criteria, Secondary Social Studies . . . . .	6
General Conceptual Understanding Rubric . . . . .	45
Group Discussion Rubric, Adult Version. . . . .	36
Group Discussion, Student Friendly Guide . . . . .	41
Key Holders . . . . .	50
Math Problem Solving, Central Kitsap, Adult Version . . . . .	9
Math Problem Solving, Central Kitsap, Student-Friendly Version . . . . .	12
Math Problem Solving, Central Kitsap, Summary . . . . .	8
Math Rubric, Grade 3+. . . . .	4
Oral Presentation, Grade 5+ . . . . .	52
Portfolio, Criteria for Judging the Whole . . . . .	47
Research Report, Criteria for, Grade 5 . . . . .	3
Rubric for Small Group Discussion, Grade 3+ . . . . .	5
Self-Directed Learner, Everett Rubric for Instructing and Assessing. . . . .	33
Self-Reflection Rubric . . . . .	35
Six + 1 Trait Model, Adult Version . . . . .	23
Six Trait Model Overview. . . . .	16
Six Trait Model, Student Friendly Version . . . . .	17
Survival Experiment . . . . .	51
Wauwatosa Developmental Continuum in Writing, Grades K-5 . . . . .	53

## Criteria for a Research Report, Grade 5

Consider a task in which students write a research report on the 13 colonies. The students are to answer a series of questions, such as: Where were the colonies located? Who settled each region of colonization? Why did people come to each region? How did people live in each region? Here are the teacher's criteria for quality of the research paper:

- The student has answered each question.
- The student has used a five-paragraph theme format for each question (introduction, three paragraphs for the body, and a conclusion).
- The student has written the report in readable cursive handwriting.

No samples of student work or technical information on quality are available.

## Math Rubric, Grade 3+

	Frequently	Occasionally	Sometimes	Never
Conceptual Understanding	4	3	2	1
Computation Accuracy	4	3	2	1
Problem Solving	4	3	2	1
Communication	4	3	2	1

No research information on technical quality. Samples of student work illustrating levels of student work are available.

## Rubric for Small-Group Discussion, Grade 3+

Rate each of the following with a ✓<sup>+</sup>, a ✓, or a ✓<sup>-</sup>:

- Speaks loudly and clearly enough to be heard easily.
- Introduces new ideas.
- Uses reasoning and evidence to support new ideas.
- Asks questions to get information.
- Summarizes when needed.
- Tries to include others in the discussion.
- Disagrees tactfully.
- Listens to and follows the flow of conversation.

No research information on technical quality or samples of student work illustrating levels of quality are available.

## Essay Scoring Criteria, Secondary Social Studies

### 1. General Impression of Content Quality

How well does the student know and understand this historical content? (0–5 point global rating: 0 = no response; 5 = highest level of understanding)

### 2. Prior Knowledge: Facts and Events

- 0 No response
- 1 No facts/events mentioned that are not found in the text of the debates
- 2 One to two pieces of information that are not found in the text of the debates
- 3 Three to four pieces of information that are not found in the text of the debates
- 4 Five to six pieces of information that are not found in the text of the debates
- 5 Seven or more pieces of information that are not found in the text of the debates

### 3. Number of Principles or Concepts

- 0 No response
- 1 No principles/concepts
- 2 One principle/concept
- 3 Two principles/concepts
- 4 Three principles/concepts
- 5 Four or more principles/concepts

### 4. Argumentation

How well does the student organize historical knowledge to make a convincing argument? (0–5 point global rating: 0 = no response; 5 = highest level of coherent and cohesive argumentation)

### 5. Proportion of Text Detail

- 0 No response
- 1 No information from text
- 2 Material from the text accounts for about  $\frac{1}{4}$  % of the essay
- 3 Material from the text accounts for about  $\frac{1}{2}$  % of the essay
- 4 Material from the text accounts for about  $\frac{3}{4}$  % of the essay
- 5 The essay uses or is based on material from the text only

## Essay Scoring Criteria, Secondary Social Studies (*Continued*)

### 6. General Impression of Content Quality

- 0 No response
- 1 One or more serious misconceptions central to the essay
- 2 At least one serious misconception
- 3 Several minor errors and/or a moderate misconception
- 4 Very minor misconception
- 5 No misconceptions

Samples of student work are available and there is research evidence on the degree of agreement between raters.

*Source:* From "Essay Scoring Criteria, Secondary Social Studies" (n.p.), Los Angeles: University of California at Los Angeles/CRESST, 1992. Used with permission from the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Copyright © 1992 by the Regents of the University of California and supported under the Institute for Education Science (IES), U.S. Department of Education.

## Central Kitsap Mathematical Problem Solving Three-Trait Scoring Guide—Summary

### Mathematical Knowledge—Concepts and Procedures

- Understands the mathematical ideas and operations selected
- Performs appropriate computations
- Chooses the right operations and does them correctly

### Mathematical Problem Solving

- Translates the problem into mathematical terms
- Chooses or creates a strategy
- Uses a strategy to solve the problem
- Checks solution for reasonableness

### Mathematical Communication

- Explains the strategy and processes used
- Explains why what was done was done
- Explains why answer works



## Central Kitsap Mathematical Problem Solving Three-Trait Scoring Guide—Adult Version

### *Mathematical Concepts and Procedures*

- 5 A strong performance occurs when the student demonstrates extensive understanding of the mathematical concepts and related procedures and uses them correctly. The student:
- Understands mathematical concepts and related procedures.
  - Uses all necessary information from the problem.
  - Performs computation(s) accurately or with only minor errors.
- 3 A developing performance occurs when the student demonstrates general understanding of the mathematical concepts and related procedures, but there may be some gaps or mis-application. The student:
- Partially understands mathematical concepts and related procedures.
  - Uses some necessary information from the problem.
  - May make some computational errors.
- 1 A weak performance occurs when the student demonstrates little or no understanding of mathematical concepts and related procedures. Application, if attempted, is incorrect. The student:
- Does not appear to understand mathematical concepts and related procedures.
  - Does not use information from the problem or uses irrelevant information.
  - Does no computation; or does computation that is unrelated to the problem.

### *Problem Solving*

- 5 A strong performance occurs when the student selects or devises and uses an efficient, elegant, or sophisticated strategy to solve the problem.
  - The student translates the problem into a useful mathematical form.
  - The student applies the selected plan(s) or strategy(ies) through to completion; no pieces are missing.
  - The plan or strategy may incorporate multiple approaches.
  - Pictures, models, diagrams and symbols (if used) enhance the strategy.
  - The solution is reasonable and consistent with the context of the problem.
- 3 A developing performance occurs when the student selects or devises a plan or strategy, but it is partially unworkable.
  - The student leaves gaps in framing or carrying out the strategy.
  - The strategy may work in some parts of the problem, but not in others.
  - The strategy is appropriate but incomplete in development or application.
  - Results of computation, even if correct, may not fit the context of the problem.
- 1 A weak performance occurs when the student shows no evidence of a strategy or has attempted to use a completely inappropriate strategy.
  - The student shows no attempt to frame the problem or translate the problem into an unrelated mathematical form.
  - The strategy is inappropriate, misapplied, or disconnected.
  - Pictures, models, diagrams, and symbols, if used, may bear some relationship to the problem.
  - The solution is not reasonable and/or does not fit the context of the problem.

### *Mathematical Communication*

- 5 A strong performance occurs when a student clearly explains in words, numbers, and diagrams the strategy used to solve the problem and the solution itself.
  - The problem could be solved following the explanation. It is clearly explained and organized.
  - The explanation is coherent and complete. There are no gaps in reasoning. Nothing is left out.
  - The student presents logical arguments to justify strategy or solution.
  - The explanations may include examples and/or counterexamples.
  - Charts, pictures, symbols, and diagrams, when used, enhance the reader's understanding of what was done and why it was done.
  - Few inferences are required to figure out what the student did and why.
  - Correct mathematical language is used.
  
- 3 A developing performance occurs when the student's problem-solving process is partially explained, but requires some inferences in order to figure it out completely.
  - The student attempts to use mathematical language, but may not have used all terms correctly.
  - Some key elements are included in the explanation.
  - The student explains the answer, but not the reasoning or explains the process, but not the solution.
  - Charts, pictures, symbols, and diagrams, if used, provide some explanation of the major elements of the solution process.
  
- 1 A weak performance occurs when the student's explanation does not describe the process used or the solution to the problem.
  - Charts, pictures, symbols, and diagrams, when used, interfere with the reader's understanding of what was done and why it was done.
  - The explanation appears to be unrelated to the problem.
  - The reader cannot follow the student's explanation.
  - Little or no explanation of the thinking/reasoning is shown.
  - The explanation only restates the problem.
  - Many inferences are required to follow the student's work.
  - Incorrect or misapplied mathematical language interferes with the reader's ability to understand the explanation.

Source: *Mathematical Problem Solving: A Three-Trait Model*, 2001, Central Kitsap School District, Department of Curriculum and Instruction, P.O. Box 8, Silverdale, WA 98383. 360-692-3101. Reprinted by permission.

## Central Kitsap Student-Friendly Guide to Mathematics Problem Solving at a Glance

### Mathematical Concepts and Procedures

- I understand which math operations are needed.
- I have used all of the important information.
- I did all of my calculations correctly.

### Problem Solving

- I knew what to do to set up and solve this problem.
- I followed through with my strategy from beginning to end.
- The way I worked the problem makes sense and is easy to follow.
- I may have shown more than one way to solve the problem.
- I checked to make sure my solution makes sense in the original problem.

### Communication

- I used mathematical terms correctly.
- My work shows what I did and what I was thinking while I worked the problem.
- I've explained why my answer makes sense.
- I used pictures, symbols, and/or diagrams when they made my explanation clearer.
- My explanation was clear and organized.
- My explanation includes just the right amount of detail, not too much or too little.

### *Mathematical Concepts and Procedures*

- 5 I completely understand the appropriate mathematical operation and use it correctly.
  - I understand which math operations are needed.
  - I have used all of the important information.
  - I did all of my calculations correctly.
- 3 I think I understand most of the mathematical operations and how to use them.
  - I know which operations to use for some of the problem, but not for all of it.
  - I have an idea about where to start.
  - I know what operations I need to use, but I'm not sure where the numbers go.
  - I picked out some of the important information, but I might have missed some.
  - I did the simple calculations right, but I had trouble with the tougher ones.
- 1 I wasn't sure which mathematical operation(s) to use or how to use the ones I chose.
  - I don't know where to start.
  - I'm not sure which information to use.
  - I don't know which operations would help me solve the problem.
  - I don't think my calculations are correct.

### *Problem Solving*

- 5 I came up with and used a strategy that really fits and makes it easy to solve this problem.
  - I knew what to do to set up and solve this problem.
  - I knew what math operations to use.
  - I followed through with my strategy from beginning to end.
  - The way I worked the problem makes sense and is easy to follow.
  - I may have shown more than one way to solve the problem.
  - I checked to make sure my solution makes sense in the original problem.
- 3 I came up with and used a strategy, but it doesn't seem to fit the problem as well as it should.
  - I think I know what the problem is about, but I might have a hard time explaining it.
  - I arrived at a solution even though I had problems with my strategy at some point.
  - My strategy seemed to work at the beginning, but did not work well for the whole problem.
  - I checked my solution and it seems to fit the problem.
- 1 I didn't have a plan that worked.
  - I tried several things, but didn't get anywhere.
  - I didn't know which strategy to use.
  - I didn't know how to begin.
  - I didn't check to see if my solution makes sense.
  - I'm not sure what the problem asks me to do.
  - I'm not sure I have enough information to solve the problem.

## Communication

- 5 I clearly explained the process I used and my solution to the problem using numbers, words, pictures, or diagrams.
  - My explanation makes sense.
  - I used mathematical terms correctly.
  - My work shows what I did and what I was thinking while I worked the problem.
  - I've explained why my answer makes sense.
  - I used pictures, symbols, and/or diagrams when they made my explanation clearer.
  - My explanation was clear and organized.
  - My explanation includes just the right amount of detail, not too much or too little.
  
- 3 I explained part of the process I used, or I only explained my answer.
  - I explained some of my steps in solving the problem.
  - Someone might have to add some information for my explanation to be easy to follow.
  - Some of the mathematical terms I use make sense and help in my explanation.
  - I explained my answer, but not my thinking.
  - My explanation started out well, but bogged down in the middle.
  - When I used pictures, symbols, and/or diagrams, they were incomplete or only helped my explanation a little bit.
  
- 1 I did not explain my thinking or my answer, or I am confused about how my explanation relates to the problem.
  - I'm not sure how much detail I need in order to help someone understand what I did.
  - I don't know what to write.
  - I can't figure out how to get my ideas in order.
  - I'm not sure I used math terms correctly.
  - My explanation is mostly copying the original problem.
  - The pictures, symbols, and/or diagrams I used would not help someone understand what I did.

Source: *Source: Mathematical Problem Solving: A Three-Trait Model*, 2001, Central Kitsap School District, 2000, Department of Curriculum and Instruction, P.O. Box 8, Silverdale, WA 98383. 360-692-3101. Reprinted by permission.

## Six-Trait Model, Overview

Six-Trait Model Student-Friendly Version: What Teachers Look for in Writing	
<p><b>Sound Ideas</b></p> <p>It all makes sense.</p> <p>I know this topic well.</p> <p>I have included the most interesting details.</p> <p>My paper has a purpose.</p> <p>Once you start reading, you will not want to stop.</p>	<p><b>Powerful Words</b></p> <p>This is the best way to say this.</p> <p>My words create mind pictures!</p> <p>I've tried new ways to say everyday things.</p> <p>Listen to the power in my verbs.</p> <p>Some of my words and phrases linger in my mind.</p>
<p><b>Good Organization</b></p> <p>My beginning will interest the reader.</p> <p>Everything ties together.</p> <p>It builds to the good parts.</p> <p>You can follow it easily.</p> <p>At the end it feels finished and makes you think.</p>	<p><b>Smooth Fluency</b></p> <p>My sentences begin in different ways.</p> <p>Some sentences are short and some are long.</p> <p>It just sounds good as I read it aloud—it flows.</p> <p>My sentences have power and punch.</p> <p>I have “sentence sense.”</p>
<p><b>Individual Voice</b></p> <p>This really sounds like me!</p> <p>I've been honest and written what I think and feel.</p> <p>Can you feel my commitment to this topic?</p> <p>I want you to experience my writing with me.</p> <p>I know why I'm writing and who my audience is.</p> <p>I bet you'll want to read this to someone else.</p>	<p><b>Correct Conventions</b></p> <p>I don't have mistakes in my paper.</p> <p>I have used capitals correctly.</p> <p>Periods, commas, exclamation marks, and quotation marks are in the right places.</p> <p>Every word is spelled correctly.</p> <p>I remembered to indent each paragraph.</p> <p>This paper is ready to publish.</p>

Source: Six-Trait Analytical Writing Scoring Guide Student-Friendly Version—Younger Students, Northwest Regional Educational Laboratory (1994), 101 SW Main St., Portland, Oregon, 97204. Reprinted by permission.



## Six Trait Model, Student-Friendly Version

### *Ideas*

#### My Message

5 READY TO SHARE!

- It all makes sense. It's really clear.
- My reader will learn a lot.
- This is just what I wanted to say.
- Good, juicy details!

4 Some of 5, some of 3

3 HALFWAY HOME!

- My reader will get the general idea.
- You might have some questions.
- It TELLS, but doesn't SHOW.
- I need to add some details.
- I'm working on it!

2 Some of 3, some of 1

1 JUST BEGINNING

- I'm afraid my reader won't follow this.
- It's hard to get started.
- I'm not sure what my topic is . . . OR . . .
- Maybe my topic is TOO BIG.
- The picture is not very clear.
- I need more time to think.

## Organization

### From Beginning to End

#### 5 READY TO SHARE!

- I know where I'm going.
- My opening will hook you!
- The ending really works!
- Follow me!
- I see just how all the parts fit together.

#### 4 Some of 5, some of 3

#### 3 HALFWAY HOME!

- Some pieces of my paper fit better than others.
- My paper is PRETTY easy to follow.
- My beginning is okay.
- Maybe I need to move some things around.
- The ending doesn't grab me yet.

#### 2 Some of 3, some of 1

#### 1 JUST BEGINNING

- How do I begin? This is confusing!
- What should I tell first?
- What comes next?
- Help! Which pieces go together?
- I don't know where I'm headed.
- How do I end this?

## Voice

### Putting MYSELF in my Writing

#### 5 READY TO SHARE!

- It's ME!!! This is what I think.
- I'm speaking right to the reader.
- Hear me ROAR!
- It might make you laugh or cry.
- I love this topic.
- I want my reader to feel what I feel.

#### 4 Some of 5, some of 3

#### 3 HALFWAY HOME!

- I hear a little of me in the writing.
- This topic is OK.
- Sometimes I'm speaking to the reader.
- I'm hiding my feelings and ideas a little, but I'm starting to have fun.

#### 2 Some of 3, some of 1

#### 1 JUST BEGINNING

- I'm not speaking to the reader—yet.
- I don't hear myself in this paper.
- This topic is boring.
- SNORE!
- I wish I didn't have to do this.

## Word Choice

### Playing with Language

5 READY TO SHARE!

- My words paint a picture.
- My words make the message CLEAR.
- I love the way my words sound and feel.
- I think this is the BEST way to say it!

4 Some of 5, some of 3

3 HALFWAY HOME!

- I need more IMAGINATION here!
- These are the first words I thought of.
- Some of the words and phrases are great. Some aren't.
- There is probably a BETTER way to say it.

2 Some of 3, some of 1

1 JUST BEGINNING

- Some words are really vague.
- These words are NOT my favorites.
- The words I've used don't paint a picture in your mind.
- Some of my words don't make sense to me when I read them over.

## *Sentence Fluency*

### *Listening to the Sound*

5 READY TO SHARE!

- My paper is EASY to read out loud.
- Some sentences are LONG and STRETCHY—some are SHORT and SNAPPY.
- I love the sound of this paper—it's got rhythm!
- My sentences begin in several different ways.

4 Some of 5, some of 3

3 HALFWAY HOME!

- A lot of my sentences begin the same way.
- I wish my paper sounded a little smoother in places.
- My sentences are all about the same length.
- It's PRETTY easy to read out loud if you take your time.

2 Some of 3, some of 1

1 JUST BEGINNING

- Help! Some of these sentences don't make sense.
- My paper is HARD to read out loud—even for me!
- Sometimes, I can't tell where to begin a new sentence.
- Everything is strung together in one endless sentence, or there are lots of choppy little sentences, one after another.

## Conventions

### Editing

#### 5 READY TO SHARE!

- You have to look hard to find mistakes in my paper!
- I used capitals to begin sentences and to indicate names.
- My work has been edited and proofread; it's ready to share outside the classroom.
- I checked my spelling.
- I used periods, exclamation points, and question marks in the right spots.

#### 4 Some of 5, some of 3

#### 3 HALFWAY HOME!

- I'm not sure I spelled all the words right.
- My paper has some mistakes, but you can still read it.
- I might have left out some punctuation.
- I have more editing to do—it's not ready to publish yet.

#### 2 Some of 3, some of 1

#### 1 JUST BEGINNING

- There are lots of mistakes.
- I have not edited my work.
- It's hard to understand what I'm saying because of spelling or punctuation errors.
- Some things need correcting before I share this.

*Source: Six-Trait Analytical Writing Scoring Guide Student-Friendly Version—Younger Students, Northwest Regional Educational Laboratory (1994), 101 SW Main St., Portland, Oregon, 97204. Reprinted by permission.*

Six-Trait Model, Adult Version

6+1 Trait™ Writing

# 6+ 1 Trait™ Writing

## Assessment Scoring Guide



### Wow!

Exceeds expectations

### 5 Strong

Shows control and skill in this trait;  
many strengths present

### 4 Effective

On balance, the strengths outweigh  
the weaknesses; a small amount of  
revision is needed

### 3 Developing

Strengths and need for revision are  
about equal; about half-way home

### 2 Emerging

Need for revision outweighs strengths;  
isolated moments hint at what the  
writer has in mind

### 1 Not Yet

A bare beginning; writer not yet  
showing any control

*Ideas and Content (Development)*

**5 This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.**

- A. The topic is narrow and manageable.
- B. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.
- C. Reasonably accurate details are present to support the main ideas.
- D. The writer seems to be writing from knowledge or experience; the ideas are fresh and original.
- E. The reader's questions are anticipated and answered.
- F. Insight—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, though not required.

**3 The writer is beginning to define the topic, even though development is still basic or general.**

- A. The topic is fairly broad; however, you can see where the writer is headed.
- B. Support is attempted, but doesn't go far enough yet in fleshing out the key issues or story line.
- C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding or a strong sense of purpose.
- D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.
- E. The reader is left with questions. More information is needed to "fill in the blanks."
- F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious.

**1 As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:**

- A. The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be.
- B. Information is limited or unclear or the length is not adequate for development.
- C. The idea is a simple restatement of the topic or an answer to the question with little or no attention to detail.
- D. The writer has not begun to define the topic in a meaningful, personal way.
- E. Everything seems as important as everything else; the reader has a hard time sifting out what is important.
- F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.



## Organization

**5 The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.**

- A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.
- B. Thoughtful transitions clearly show how ideas connect.
- C. Details seem to fit where they're placed; sequencing is logical and effective.
- D. Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.
- E. The title, if desired, is original and captures the central theme of the piece.
- F. Organization flows so smoothly the reader hardly thinks about it; the choice of structure matches the purpose and audience.

**3 The organizational structure is strong enough to move the reader through the text without too much confusion.**

- A. The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie-up all loose ends.
- B. Transitions often work well; at other times, connections between ideas are fuzzy.
- C. Sequencing shows some logic, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the structure takes attention away from the content.
- D. Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
- E. A title (if desired) is present, although it may be uninspired or an obvious restatement of the prompt or topic.
- F. The organization sometimes supports the main point or storyline; at other times, the reader feels an urge to slip in a transition or move things around.

**1 The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:**

- A. There is no real lead to set-up what follows, no real conclusion to wrap things up.
- B. Connections between ideas are confusing or not even present.
- C. Sequencing needs lots and lots of work.
- D. Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa.
- E. No title is present (if requested) or, if present, does not match well with the content.
- F. Problems with organization make it hard for the reader to get a grip on the main point or story line.

### Voice

**5 The writer speaks directly to the reader in a way that is individual, compelling and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.**

- A. The tone of the writing adds interest to the message and is appropriate for the purpose and audience.
- B. The reader feels a strong interaction with the writer, sensing the person behind the words.
- C. The writer takes a risk by revealing who he or she is consistently throughout the piece.
- D. Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why he or she should care.
- E. Narrative writing is honest, personal, and engaging and makes you think about, and react to, the author's ideas and point of view.

**3 The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.**

- A. The writer seems aware of an audience but discards personal insights in favor of obvious generalities.
- B. The writing communicates in an earnest, pleasing, yet safe manner.
- C. Only one or two moments here or there intrigue, delight, or move the reader. These places may emerge strongly for a line or two, but quickly fade away.
- D. Expository or persuasive writing lacks consistent engagement with the topic to build credibility.
- E. Narrative writing is reasonably sincere, but doesn't reflect unique or individual perspective on the topic.

**1 The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the paper reflects more than one of the following problems:**

- A. The writer is not concerned with the audience. The writer's style is a complete mismatch for the intended reader or the writing is so short that little is accomplished beyond introducing the topic.
- B. The writer speaks in a kind of monotone that flattens all potential highs or lows of the message.
- C. The writing is humdrum and "risk-free."
- D. The writing is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic.
- E. The development of the topic is so limited that no point of view is present—zip, zero, zilch, nada.

### Word Choice

- 5 Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.**
  - A. Words are specific and accurate. It is easy to understand just what the writer means.
  - B. Striking words and phrases often catch the reader's eye and linger in the reader's mind.
  - C. Language and phrasing is natural, effective, and appropriate for the audience.
  - D. Lively verbs add energy while specific nouns and modifiers add depth.
  - E. Choices in language enhance the meaning and clarify understanding.
  - F. Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.
- 3 The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.**
  - A. Words are adequate and correct in a general sense, and they support the meaning by not getting in the way.
  - B. Familiar words and phrases communicate but rarely capture the reader's imagination.
  - C. Attempts at colorful language show a willingness to stretch and grow but sometimes reach beyond the audience (thesaurus overload!).
  - D. Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers.
  - E. The words and phrases are functional with only one or two fine moments.
  - F. The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind.
- 1 The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.**
  - A. Words are so nonspecific and distracting that only a very limited meaning comes through.
  - B. Problems with language leave the reader wondering. Many of the words just don't work in this piece.
  - C. Audience has not been considered. Language is used incorrectly making the message secondary to the misfires with the words.
  - D. Limited vocabulary and/or misused parts of speech seriously impair understanding.
  - E. Words and phrases are so unimaginative and lifeless that they detract from the meaning.
  - F. Jargon or clichés distract or mislead. Redundancy may distract the reader.

### *Sentence Fluency*

**5 The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.**

- A. Sentences are constructed in a way that underscores and enhances the meaning.
- B. Sentences vary in length as well as structure. Fragments, if used, add style. Dialogue, if present, sounds natural.
- C. Purposeful and varied sentence beginnings add variety and energy.
- D. The use of creative and appropriate connectives between sentences and thoughts shows how each relates to, and builds upon, the one before it.
- E. The writing has cadence; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.

**3 The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.**

- A. Although sentences may not seem artfully crafted or musical, they get the job done in a routine fashion.
- B. Sentences are usually constructed correctly; they hang together; they are sound.
- C. Sentence beginnings are not ALL alike; some variety is attempted.
- D. The reader sometimes has to hunt for clues (e.g., connecting words and phrases like however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although, etc.) that show how sentences interrelate.
- E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.

**1 The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:**

- A. Sentences are choppy, incomplete, rambling or awkward; they need work. Phrasing does not sound natural. The patterns may create a sing-song rhythm, or a chop-chop cadence that lulls the reader to sleep.
- B. There is little to no “sentence sense” present. Even if this piece was flawlessly edited, the sentences would not hang together.
- C. Many sentences begin the same way—and may follow the same patterns (e.g., subject-verb-object) in a monotonous pattern.
- D. Endless connectives (and, and so, but then, because, and then, etc.) or a complete lack of connectives create a massive jumble of language.
- E. The text does not invite expressive oral reading.

## Conventions

**5 The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.**

- A. Spelling is generally correct, even on more difficult words.
- B. The punctuation is accurate, even creative, and guides the reader through the text.
- C. A thorough understanding and consistent application of capitalization skills are present.
- D. Grammar and usage are correct and contribute to clarity and style.
- E. Paragraphing tends to be sound and reinforces the organizational structure.
- F. The writer may manipulate conventions for stylistic effect—and it works! The piece is very close to being ready to publish.

*Grades 7 and Up Only:* The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions. For writers at younger ages, the writing shows control over those conventions that are grade/age appropriate.

**3 The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.**

- A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic.
- B. End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong.
- C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty.
- D. Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time.
- E. Paragraphing is attempted but may run together or begin in the wrong places.
- F. Moderate editing (a little of this, a little of that) would be required to polish the text for publication.

*Conventions (Continued)***1 Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:**

- A. Spelling errors are frequent, even on common words.
- B. Punctuation (including terminal punctuation) is often missing or incorrect.
- C. Capitalization is random and only the easiest rules show awareness of correct use.
- D. Errors in grammar or usage are very noticeable, frequent, and affect meaning.
- E. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the organizational structure of the text.
- F. The reader must read once to decode, then again for meaning. Extensive editing (virtually every line) would be required to polish the text for publication.

*Presentation—Optional***5 The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.**

- A. If handwritten (either cursive or printed), the slant is consistent, letters are clearly formed, spacing is uniform between words, and the text is easy to read.
- B. If word-processed, there is appropriate use of fonts and font sizes which invites the reader into the text.
- C. The use of white space on the page (spacing, margins, etc.) allows the intended audience to easily focus on the text and message without distractions. There is just the right amount of balance of white space and text on the page. The formatting suits the purpose for writing.
- D. The use of a title, side heads, page numbering, bullets, and evidence of correct use of a style sheet (when appropriate) makes it easy for the reader to access the desired information and text. These markers allow the hierarchy of information to be clear to the reader.
- E. When appropriate to the purpose and audience, there is effective integration of text and illustrations, charts, graphs, maps, tables, etc. There is clear alignment between the text and visuals. The visuals support and clarify important information or key points made in the text.

**3 The writer's message is understandable in this format.**

- A. Handwriting is readable, although there may be discrepancies in letter shape and form, slant, and spacing that may make some words or passages easier to read than others.
- B. Experimentation with fonts and font sizes is successful in some places, but begins to get fussy and cluttered in others. The effect is not consistent throughout the text.
- C. While margins may be present, some text may crowd the edges. Consistent spacing is applied, although a different choice may make text more accessible (e.g., single, double, or triple spacing).
- D. Although some markers are present (titles, numbering, bullets, side heads, etc.), they are not used to their fullest potential as a guide for the reader to access the greatest meaning from the text.
- E. An attempt is made to integrate visuals and the text although the connections may be limited.

*Presentation—Optional (Continued)***1 The reader receives a garbled message due to problems relating to the presentation of the text.**

- A. Because the letters are irregularly slanted, formed inconsistently, or incorrectly, and the spacing is unbalanced or not even present, it is very difficult to read and understand the text.
- B. The writer has gone wild with multiple fonts and font sizes. It is a major distraction to the reader.
- C. The spacing is random and confusing to the reader. There may be little or no white space on the page.
- D. Lack of markers (title, page numbering, bullets, side heads, etc.) leave the reader wondering how one section connects to another and why the text is organized in this manner on the page.
- E. The visuals do not support or further illustrate key ideas presented in the text. They may be misleading, indecipherable, or too complex to be understood.

Source: Reprinted from *6+1 Trait™ Writing Assessment Scoring Guide*, 1994, Northwest Regional Educational Laboratory, 101 SW Main St., Portland, Oregon, 97204. Reprinted by permission.



## Everett Rubric for Instructing and Assessing Self-Directed Learner

Criterion	4: Accomplished	3: Competent	2: Needs Improvement	1: Limited
Conscientious				
Striving for Excellence	Takes pride in own work: constantly strives for excellence, works hard, aims to exceed standards, and fulfills all commitments in a timely manner.	Assumes responsibility for own work and works hard to produce quality work which meets standards; meets almost all commitment.	Does not assume ownership of work and strives to get by more than to excel; misses many commitments.	Displays no pride in own work; shows no concern for standards of excellence; often fails to meet commitments.
Self-Evaluation	Is skilled in evaluating own work to determine whether it meets standards, expectations, or job requirements.	Has some skill in evaluating own work, but on particularly complex assignments, or in difficult situations, needs to check with a teacher or supervisor.	Has limited skill/confidence in evaluating own work, and often has to check progress or decisions with a teacher or supervisor.	Has no skill or does not attempt to evaluate own work; checks all progress and/or decisions with a teacher or supervisor.
Taking Initiative	Takes the initiative in accomplishing tasks and solving problems: looks for opportunities to improve work, acts without prompting, makes appropriate decisions as needed.	Often takes the initiative, acting without prompting or being asked to solve problems/ accomplish tasks; makes some decisions.	Sometimes takes the initiative, but usually requires prompting or assistance to solve problems or accomplish tasks/generally avoids responsibility, offering excuses; makes few decisions.	Almost never displays initiative; most often requires prompting to accomplish tasks; relies on others to make decisions.
Persevering	Perseveres to accomplish even the most difficult tasks, being willing to make numerous attempts, trying different approaches as necessary until a good workable solution is discovered.	Generally perseveres to complete/accomplish tasks, except perhaps in especially difficult or complex tasks; tries different approaches, but tends to stop searching when any workable solution is discovered.	Has difficulty persevering to complete/accomplish tasks; completes simple and familiar tasks, but with complicated tasks, tends to fix on one approach or solution, struggling to force that approach to work in the situation.	Rarely perseveres to complete/accomplish tasks that have any degree of difficulty; tends to give up if the first attempt does not yield a solution.

## Everett Rubric for Instructing and Assessing Self-Directed Learner (Continued)

Criterion	4: Accomplished	3: Competent	2: Needs Improvement	1: Limited
Self-Disciplined	Is respectful of school property and that of others; never disturbs or damages others' property.	Respects the property of others, including school property; does not intentionally disturb or damage property; may occasionally disturb or damage some property inadvertently, primarily due to carelessness.	Is not as mindful of school and others' property as he/she should be; is sometimes careless or takes risks with others' property; occasionally has trouble controlling impulses.	Has problems controlling behavior with school and others' property; is often careless, takes risks, and does not control impulses.
Respects Property				
Respects Others' Rights/Feelings	Respects the rights and feelings of others; does not harm or bother others at any time.	Generally respects the rights and feelings of others; may occasionally be involved in disturbances when provoked or pressured by peers.	Does not respect the rights and feelings of others as much as is expected to him/herself; is sometimes responsible for disputes/conflicts, both with peers and authorities.	Has a serious problem interacting with others in polite and respectful ways; frequently causes disputes or conflicts with others.
Resolves Conflicts	Knows conflict resolution techniques and uses them to solve problems which emerge in interacting with others.	Knows conflict resolution techniques and is most often successful in using them to solve problems; occasionally needs the intervention of others.	Has some understanding of conflict resolution techniques and can use them to solve some problems; often needs the intervention of others.	Is mostly unaware or unskilled in using conflict resolution techniques, most often requires the intervention of others to resolve problems.

Source: Everett School District, 2000, Comprehensive Assessment Program, Curriculum and Assessment Dept., PO Box 2098, 4730 Colby Ave., Everett, Washington 98203. Copyright © 2000 Everett School District. Used with permission.

## Self-Reflection Rubric

Trait	Sophisticated	Developing	Beginning
Skill Analysis	Detailed, many things covered, insightful, examples provided, good reasons and explanations, considers content as well as process, accurate, discussion refers to criteria, looks at both strengths and weaknesses, specific, thorough, synthesis across work.	Describes performance, but leaves things out, considers content or process but not both, sometimes accurate and sometimes not, some insights, descriptions of individual pieces of work but little synthesis across work.	Vague, simple restatements, focuses mainly on surface features, obvious, same old same old, “I like it/I don’t like it”; no examples, not accurate, little reference to criteria, few insights.
Sincerity	Honest, there is ownership, there is a personal reaction, revealing, takes a risk.	Beginning to take ownership, not completely accurate, shows then hides.	Mechanical, superficial, takes no risks, doesn’t seem honest, little ownership
Goal Setting	Looks ahead, accurately infers next steps from analysis of work, specific.	Some attempt at goal setting, somewhat accurate based on current status, some specific and some broad or vague.	No goal setting, little inference on next steps, next steps broad, vague, or unrelated to status.
Presentation	Consider one or more of the following traits from the 6+ 1 Trait Writing Rubric: organization, word choice, sentence fluency, conventions.		

Source: Assessment Training Institute. Based on examination of many student self-reflections.

## Group Discussion Rubric, Adult Version

This is a composite rubric synthesized from several sources. It is not meant to be a checklist—the descriptors under each level of performance are indicators of the quality of performance rather than an exhaustive listing; not everything must be “checked off” to receive a score of a particular level. (Note: The article by David Harris cited in the source note provides sample dialogues that illustrate many of the indicators in the rubric.)

### *Trait 1: Content Understanding—Comprehension of the Content Under Discussion*

#### High

- The student understands significant ideas relevant to the issue under discussion. This is indicated by correct use of terminology, precise selection of the pieces of information required to make a point, correct and appropriate use of examples and counterexamples, demonstration of which distinctions are important to make, and explanations that are concise and to the point.
- Information and knowledge are accurate.
- The student elaborates statements with accurate explanations, reasons, or evidence.

#### Medium

- Ideas are reasonably clear, but the listener needs to make some guesses as to what the student meant.
- Some vocabulary is used correctly and some is not.
- Ideas are correct but not concise.
- Contributions to the group are generally supported by some facts, examples, analogies, statistics, etc., but there's a sense that more is needed.

#### Low

- The student uses basic knowledge incorrectly.
- The student struggles to provide ideas or support for ideas.
- Ideas are extremely limited or hard to understand.
- The student has difficulty understanding themes and distinguishing main ideas and supporting details.
- Terminology is used incorrectly.

*Trait 2: Reasoning—Ability to Use the Content to Explore an Issue, Reach Agreement, Make a Decision, or Discuss a Point*

**High**

- The student actively participates in the development of the group mission.
- The student takes a position or makes a claim and defends it with explanations, reasons, or evidence.
- The student argues by analogy.
- The student recognizes the accuracy, logic, relevance, or clarity of statements. The student recognizes contradictions and irrelevant comments.
- The student has a clear idea of the shape of the task and sustains inquiry until the task is completed. The student knows when the task is completed satisfactorily.
- The student asks clarifying questions and knows when clarifying questions need to be asked.
- The student distinguishes fact from opinion.
- The student summarizes points of agreement and disagreement to set the stage for further movement; the student knows when such summaries are useful.

**Medium**

- The student relies on the momentum of the group to motivate inquiry.
- The student generally distinguishes fact from opinions.
- The student may be repetitive with comments.

**Low**

- The student accepts ideas of others without much thought.
- The student jumps randomly from one aspect of an issue to another.
- The student provides little relevant information or contributes little to the discussion.
- Opinions may be stated as facts.
- The student shows little evidence of understanding the task and how to sustain the inquiry to adequately fulfill it.
- There is little sense of which information is of most importance.
- The student frequently asks for repetition of ideas, but shows little evidence of understanding.

### *Trait 3: Interaction with Others*

#### High

- The student initiates development of the group process, including identifying roles and accepting responsibility for fulfilling assigned roles within the group.
- Interaction reflects group norms—the student is appropriate for the group and setting.
- The student acknowledges the statements of others in a way that builds a consecutive interchange between participants. Replies to others are responsive to the statement and indicate that the student understood it and thought about it.
- When disagreeing, the student does it respectfully. The nature of the disagreement is stated and an invitation to respond extended.
- The student makes sure that all relevant points of view are heard.
- The student is courteous and attentive.
- Nonverbal behavior is consistent with verbal behavior; both are positive. Positive non-verbal behavior includes nodding, leaning forward, and maintaining eye contact.
- When conflicts arise, the student attempts to resolve them.
- Talking is task oriented and group oriented—“we.”

#### Medium

- The student participates in development of the group process, including identifying roles and accepting responsibility for fulfilling assigned roles within the group.
- The student attends to the discussion, but doesn't participate very much.
- The student's contributions do not detract from the group's purpose or goals.
- The student participates in the group with prompting.
- The student responds to solicitation of opinions or ideas, but doesn't volunteer them.

*Trait 3: Interaction with Others (Continued)***Low**

- The student does not fulfill assigned roles.
- Interaction does not reflect group norms.
- The student makes irrelevant or distracting statements.
- Interruptions, when they occur, are unconstructive and discourteous.
- The student monopolizes the conversation—a pattern of domination with the effect of preventing others from contributing.
- The student makes a personal attack; language might suggest bias toward a group member or others.
- The student is uninvolved in the discussion, even when directly asked for an opinion.
- Nonverbal behavior is inconsistent with verbal behavior—usually the nonverbal behavior is very negative while the verbal behavior might be positive. Nonverbal behavior may alienate the student from other group members.
- Talk is self-oriented—“I.”

### Trait 4: Language

#### High

- The student uses precise vocabulary and economical syntax. Words and syntax are purposefully chosen to make a point.
- The student uses language that others in the group will understand.
- The student defines or clearly explains language or concepts that might be unfamiliar to others; the student knows when such explanations might be necessary.

#### Medium

- The student uses general vocabulary and tends to express ideas wordily.
- Although correct, language might not be equally understandable to all members of the group.

#### Low

- The student uses language that others in the group are unlikely to understand.
- Ideas appear disproportionately lengthy and are difficult to follow.
- Language choices are vague, abstract, or trite. Jargon may be used when more precise language is needed.

Source: Synthesized from (1) David Harris, *Assessing Discussion of Public Issues: A Scoring Guide*, in Ronald Evans and David Warren Saxe (Eds.), *Handbook on Teaching Social Issues*, NCSS Bulletin 93, 1996; (2) Alberta Education, *Oral Communication Evaluation: English 30/33 Activities and Scoring Guides*, Edmonton, Alberta: Learning Resources Distributing Center, 1992; (3) John Zola, "Scored Discussions," *Social Education*, Feb. 1992, pp. 121–125; (4) California Learning Assessment System, *History-Social Science, Grade 11*, Sacramento: California Department of Education, n.d.; (5) Paula Usrey, *Group Discussion Member Rubric*, Portland, OR: Northwest Regional Educational Laboratory, 1998; (6) Kansas State Department of Education, *State Assessment—Social Studies*, Topeka, KS: Author, 1995; (7) Oregon Department of Education, *Collaborate Scoring Guide*, Portland, OR: Author, 1994.



## Student-Friendly Guide to Group Discussions

### *Trait 1: My Understanding of the Topic*

**I Do This Well—I completely understand the information we’re discussing.**

- I understand what everyone else is talking about.
- I understand the meaning of the “technical” words being used.
- I know exactly which pieces of information I need to make a point.
- I can give good examples of what I mean.
- I can give evidence to support what I say.

**I’m On My Way—I think I understand most of the information we’re discussing.**

- I understand some of the ideas, but not all of them.
- I understand many of the “technical” words, but not all of them.
- I can sometimes give examples of what I mean.
- I picked out some of the important information, but I might have missed some.

**I’m Just Starting—I’m not sure I understand the information we’re discussing.**

- I’m not sure I understand what everyone else is talking about.
- I don’t understand many of the “technical” words being used.
- I’m unsure which examples or information to use to make a point.
- I’m not sure that the information I use is correct.

### *Trait 2: My Understanding of What Group Work Is About*

**I Do This Well—I understand the reasons for working in a group and how to get group work done.**

- I try to make sure I understand the reasons for the group work—what the group is supposed to accomplish.
- I help make sure that the discussion stays on the topic.
- I understand various ways to get group work done efficiently. For example, I know when it is useful to summarize the discussion, when the group needs additional information or help, when the group needs a leader, when the group needs to make sure all ideas are expressed, and when ideas need to be clearer.
- I know just what information is needed to contribute to the discussion.
- I know when the job of the group is done.
- I try to help make sure the group gets its work done.

**I'm On My Way—I'm learning the reasons for working in a group and how to get group work done.**

- I sometimes understand the goals of group work and sometimes I don't.
- I participate in the group when asked to by others, but I usually don't without being asked.

**I'm Just Starting—I'm not sure I understand the reasons for working in a group, or how to get group work done.**

- I don't think I understand why we sometimes work in groups. I don't understand what working in a group is supposed to accomplish.
- I don't understand how to get group work done in an efficient manner.
- I usually don't follow what is going on.
- I get distracted and don't pay attention.
- I let others take responsibility for making sure the work gets done.

*Trait 3: How I Interact with Others*

**I Do This Well—I know how to get along with others when working in a group.**

- I listen to what others have to say. I don't interrupt.
- When I disagree with someone, I know how to do it so that I don't hurt anyone's feelings.
- I make sure that everyone who wants to has a chance to talk.
- I'm polite.

**On The Way—I sometimes get along well with others when working in a group.**

- I generally listen to others, but sometimes I get distracted.
- I sometimes interrupt.
- I try not to hurt others' feelings, but I think I sometimes do anyway.
- I understand how to be polite, but sometimes I'm not.

**I'm Just Starting—I'm not sure how to get along with the others in a group.**

- I think I hurt people's feelings when I disagree with them, but I'm not sure.
- I try to do all the talking.
- I try to never do any talking.
- I don't listen to what others have to say.
- I don't understand what to do to be polite to others.
- I don't understand why everyone needs a chance to talk.

#### *Trait 4: The Language I Use During the Discussion*

**I Do This Well—I know just how to say things so that others will understand.**

- I say things in a way that others in the group will understand.
- I don't use more words than I need to. I know just how much to say to be clear.
- I try to use words that others will understand. I know when I need to use different words to be clear.

**On The Way—I sometimes say things in ways that others understand.**

- I think I sometimes use more words than needed to make a point.
- I think I sometimes use words that others don't understand.

**I'm Just Starting—I'm unsure if I say things in ways that others will understand.**

- I try to use big words to impress others.
- I'm not sure how to say things in ways others will understand.
- I didn't realize that I need to pay attention to how I say things.

*Source:* Assessment Training Institute.

## General Conceptual Understanding Rubric

Conceptual understanding is the extent to which students understand the content to be learned.

### High

A high score in conceptual understanding means that the student shows an accurate and extensive understanding of the topic. This can be shown in many ways, including the following:

- Correct and precise use of terminology.
- Precise selection of the pieces of information required to make a point (no more, no less).
- Correct and appropriate use of examples and counterexamples.
- Few errors in information.
- Connections made to other, related topics.
- Demonstration of which distinctions are important to make.
- Key concepts identified and addressed.
- A relevant focus sustained throughout the work.
- Relevant use of a diagram or graph; knows when such things will aid understanding.
- Concise explanations that are to the point.

### Medium

A medium score in conceptual understanding means that the student presents some important information, but there is a sense that the student is only about halfway home in terms of understanding. Performance is indicated by the following:

- Reasonably clear ideas, but the reader needs to make some guesses as to what the student meant.
- Even though a general point is made, the student hasn't fine tuned the topic.
- Some parts of the work seem repetitive.
- The balance in the work seems a little off.
- Some vocabulary is used well, some is not.
- Some examples and graphics are appropriate, some aren't.
- Sometimes the student seems to know which concepts and points are most important and telling; other times not.
- Information seems to be based on retelling rather than the student making his or her own connections.
- The focus tends to shift.

## General Conceptual Understanding Rubric (*Continued*)

### *Low*

A low score in conceptual understanding indicates that the student is still searching for the connections that will make the content meaningful. Weak performance is indicated by such things as the following:

- Ideas are extremely limited or hard to understand, even when the reader tries to draw inferences based on what is there.
- The text may be repetitious or read like a collection of disconnected, random thoughts.
- Information is inaccurate.
- Terminology is used incorrectly.
- There is little sense of which information is most important.
- Visual displays, when used, are not helpful or unrelated to any points the student is trying to make.

*Source:* Assessment Training Institute.

## Criteria for Judging the Whole Portfolio

Sometimes it is helpful to look at the story the whole portfolio tells—quite apart from the quality of individual pieces of work within that portfolio. The following criteria were developed to help you take the “whole story” approach to looking at a portfolio in any content area. You may wish to consider some or all of these criteria, depending on the purpose of the portfolio and what you and your students hold to be important. Are there other criteria that also influence your thinking about the strength or power of a portfolio? Please note them—and make them known to your students.

### *Change Over Time*

#### **Strong**

The student selects material that clearly demonstrates growth in one or more specific areas. Examples might be math problem-solving skill or development of ideas in writing. In reviewing the examples, the reviewer can easily see how and in what areas the student has grown. The self-reflection (if present) generally matches what the reviewer sees.

#### **Developing**

The samples show evidence of some growth, but the growth is limited. That is, the change from one sample to another is evident but not dramatic. Self-reflection, if present, may comment on changes that are not immediately apparent to the reviewer in looking at the student's work.

#### **Not Yet**

The samples in the portfolio do not show evidence of noticeable student growth or change over time. Either noticeable growth has not occurred, or the student has not selected the samples of work that would illustrate that growth clearly.

## *Diversity*

### **Strong**

The portfolio clearly demonstrates that the student has tried a variety of tasks/projects/assignments/challenges. There is great variety in the kinds of work presented or the outcomes/skills demonstrated. For instance, a math portfolio might include some problem analysis, samples of graphing skill, a problem-solving task that shows more than one solution, good use of math terminology, and a project showing application of math skills.

### **Developing**

The portfolio reflects some diversity. Tasks are not all parallel and do not all demonstrate identical outcomes. For instance, a math portfolio might include open-ended problem solving with analysis of how the student did the task together with samples showing correct application of math procedures, concepts or symbols.

### **Not Yet**

The portfolio reflects minimal diversity. All tasks represented are more or less alike, and demonstrate the same outcomes/skills.

## *Evidence of Problem Solving*

### **Strong**

The work in the portfolio provides evidence that the student has identified, analyzed, planned strategies, and worked through the solution to a problem or question. For instance, a high school science student might tackle the question of how to preserve wetlands in a rapidly developing area. An elementary science student might consider the question of whether rats can thrive on a vegetarian diet.

### **Developing**

The work in the portfolio shows some evidence of thinking, reasoning, analyzing or problem solving, but the student may not have worked all the way through a solution, or may have missed opportunities to pull together interesting conclusions or plot alternate strategies. Still, the student's work overall shows signs of planning and purposeful effort.

### **Not Yet**

The student has not included in the portfolio any work that clearly demonstrates purposeful planning of strategies, problem solving, analysis of a situation, reasoning out a conclusion, or considering alternative solutions.



## Organization, Format, and Structure

### Strong

The student has formatted and arranged the portfolio in a way that invites the reader inside. Items within the portfolio are clearly labeled and dated; the sequence is purposeful. All or most of the following are included: a table of contents, a main title page or title pages for major sections, an introductory letter to reviewers, a statement of purpose (may be contained within the introductory letter), criteria or rating scales (if relevant), and a closing, summary comment, or reflection.

### Developing

The portfolio is arranged and formatted in a way that enables the reader to make sense of it with a little work. Most items within the portfolio are labeled, dated or both. At least some of the following items are included: table of contents, letter of introduction, statement of purpose, title pages, criteria/rating scales, closing reflection.

### Not Yet

Arrangement and formatting of the portfolio make it difficult for the reviewer to determine when and under what circumstances it was assembled. Few items (if any) are clearly labeled or dated. Most or all of the following are missing: table of contents, letter of introduction, statement of purpose, title pages, criteria/rating scales, closing reflection.

## Self-Reflection

### Strong

Several (or more) examples of self-reflection show thoughtful consideration of personal strengths and needs based on in-depth understanding of criteria. Reflections may also include a statement of personal goals; responses to learning, to a unit of study, or to an assignment; a summary of growth over time; or other insight regarding the personal, individual story this student's portfolio tells.

### Developing

Self-reflections included within the portfolio provide at least a superficial analysis of strengths and needs, which may or may not be tied to specific criteria for judging performance or growth. The student may include comments on what he/she likes or dislikes about a content area or unit of study, or about what he/she finds difficult or challenging; but the reflections may not include insights regarding growth, needs, goals, or changes in performance or learning styles over time.

### Not Yet

Either no self-reflection is included within the portfolio, or the self-reflection is rudimentary: e.g., "I put this in because I like it"; "I included this in my portfolio because it took me a long time to do it"; "This is in my portfolio because we were asked to put it in."

Source: Northwest Regional Educational Laboratory (n.d.), 101 SW Main, Suite 500, Portland, OR 97204. Reprinted by permission.

## Key Holders

The intent of this item is to assess student problem solving ability in mathematics.

### Task

Mr. Ramirez helped four students make key holders. He gave Rhonda, Sam, Tony and Uta a board and told them to share it equally. First, Rhonda measured and cut one-fourth of the board. Next, Sam measured and cut one-third of the remaining board. Finally, Tony measured and cut one-half of the remaining board. Uta used the piece that was left. Did the fourth student share the board equally? Draw a picture and explain your answer.

### Scoring Guide

A 4 response contains both a picture and an explanation that indicate a clear understanding of the pattern; contains a picture showing a whole divided into four equal parts; contains an explanation that enhances the picture by comparing the size of each piece using sentences and/or computations.

A 3 response contains a picture that indicates a clear understanding of the pattern but only an attempt at an explanation; contains an explanation that indicates a clear understanding of the pattern but only an attempt at a picture; has limited detail in the picture or the explanation.

A 2 response offers an adequate picture only; offers an adequate explanation only; contains an explanation that does not enhance the picture; may be difficult to understand due to errors in language and grammar.

A 1 response makes some attempt at a picture or an explanation; it's unclear how these relate to the problem.

Some technical information and samples of student work.

*Source:* Riverside Publishing Company; the Riverside Curriculum Assessment System, ~1990. 425 Spring Lake Drive, Itasca, IL 60143. Used with permission.

## Survival Experiment Scoring Guide (CT)

The intent was to assess student ability to set up and conduct an experiment—science process skills. The task was to determine which of several fabrics protects best against the cold.

### Approach Used

- 1 = fabric wrapped around hand – qualitative
- 2 = fabric around thermometer – qualitative
- 3 = fabric around thermometer – set temperature drop: time interval measured

### Control – Fabric (size and fastening)

- 1 = controlled
- 2 = not controlled

### Temperature Measurements

- 1 = all measurements within 2 degrees
- 2 = all except one or two measurements within 2 degrees
- 3 = more than 2 measurements different from test administrator's by more than 2 degrees

### Recording of Data

- 1 = data organized and recorded clearly enough to permit appropriate interpretation
- 2 = data not organized and recorded clearly enough

### Conclusion

- 1 = conclusion consistent with data
- 2 = conclusion not consistent with data
- 3 = conclusion not possible because of design or execution

*Source:* Connecticut Department of Education, 165 Capital Ave., PO Box 2219, Hartford, CT 06145. Used with permission.


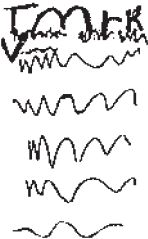
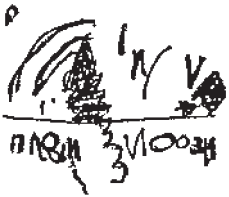
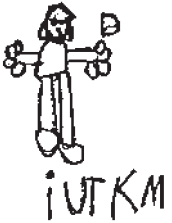
## Oral Presentation Performance Criteria, Grade 5+

Score	Language	Delivery	Organization
A = 5	Correct grammar and pronunciation are used. Word choice is interesting and appropriate. Unfamiliar terms are defined in the context of the speech.	The voice demonstrated control with few distractions. The presentation holds the listener's attention. The volume and rate are at acceptable levels. Eye contact with the audience is maintained.	The message is organized. The speaker sticks to the topic. The main points are developed. It is easy to summarize the content of the speech.
B = 4 C = 3	Correct grammar and pronunciation are used. Word choice is adequate and understandable. Unfamiliar terms are not explained in the context of the speech. There is a heavy reliance on the listener's prior knowledge.	The voice is generally under control. The speaker can be heard and understood. The speaker generally maintains eye contact with the audience.	The organization is understandable. Main points may be underdeveloped. The speaker may shift unexpectedly from one point to another, but the message remains comprehensible. The speech can be summarized.
D = 2 F = 1	Errors in grammar and pronunciation occur. Word choice lacks clarity. The speaker puts the responsibility for understanding on the listener.	The student's voice is poor. The volume may be too low and the rate too fast. There may be frequent pauses. Nonverbal behaviors tend to interfere with the message.	Ideas are listed without logical sequence. The relationships between ideas are not clear. The student strays from the stated topic. It is difficult to summarize the speech.

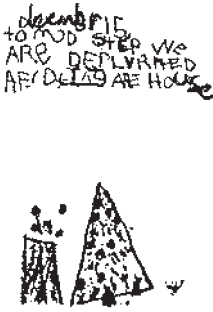
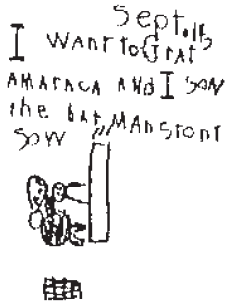
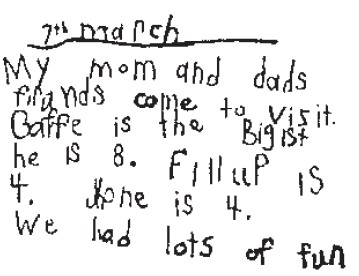
Samples of student work illustrating levels of quality are available. Research information on technical quality: Exact agreement rate on scores is about 70%.


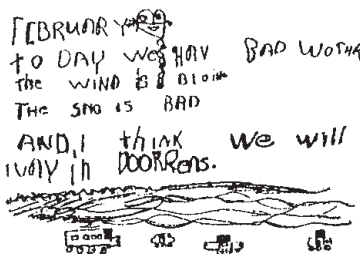
Source: Unknown

## Wauwatosa Development Continuum in Writing, Grades K–5

PREWRITER STAGE		By the end of second grade, most children will enter the <i>Developing Writer Stage</i> (Step 8). In grades 3, 4, and 5, children will progress within the <i>Developing Writer Stage</i> . By the end of the fifth grade, many children will be at the <i>Developing Writer Stage</i> (Step 10).		
Step 1 Picture Writing	Step 2 Scribble Writing	Step 3 Mock Writing	Step 4 Random Letter Writing	
				
<p><b>PRODUCT CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>message conveyed in the picture (precommunicative A spelling stage)</li> </ul> <p><b>PROCESS CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>talk revolves around the picture</li> <li>dictated message may convey a complete thought</li> </ul>	<p><b>PRODUCT CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>writing is represented as lines, scribbles and scrawls or as a picture (precommunicative A spelling stage)</li> <li>no recognizable letters</li> <li>writer can <i>read</i> the scribble, but not over time</li> <li>writing can show knowledge of directionality</li> </ul> <p><b>PROCESS CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>prewrite by drawing/interaction with teacher</li> <li>talk revolves around the picture</li> <li>access ideas expressed in their own writing through meaningful play experiences</li> <li>dictated message may convey complete thought</li> </ul>	<p><b>PRODUCT CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>letter-like forms in imitation of writing</li> <li>often a mixture of real letters and/or drawings</li> <li>little or no sound/symbol relationships (precommunicative B spelling stage)</li> <li>may be anywhere on the paper</li> </ul> <p><b>PROCESS CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>prewrite by drawing/interaction with teacher</li> <li>talk revolves around the picture</li> <li>access ideas expressed in their own writing through meaningful play experiences</li> <li>dictated message may convey a complete thought</li> </ul>	<p><b>PRODUCT CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>letters begin to appear usually strung together, along with letter-like symbols</li> <li>contains more real letters</li> <li>may show some sound/symbol relationships</li> <li>a correctly spelled word may appear (precommunicative B spelling stage)</li> </ul> <p><b>PROCESS CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>prewrite by drawing/interaction with teacher</li> <li>talk revolves around the picture</li> <li>access ideas expressed in their own writing through meaningful play experiences</li> <li>dictated message may convey a complete thought</li> </ul>	

Source: Wauwatosa, Wisconsin, School District (1995). Used with permission.

<p><b>EMERGENT WRITER STAGE</b></p>	<p>By the end of second grade, most children will enter the <i>Developing Writer Stage</i> (Step 8). In grades 3, 4, and 5, children will progress within the <i>Developing Writer Stage</i>. By the end of the fifth grade, many children will be at the <i>Developing Writer Stage</i> (Step 10).</p>	
<p><b>Step 5</b> <b>Writing Awareness</b></p>	<p><b>Step 6</b> <b>Stylized Sentence Writing</b></p>	<p><b>Step 7</b> <b>Conventional Writing</b></p>
		
<p><b>PRODUCT CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>• shows concept of letter and word</li> <li>• may or may not have spacing between words</li> <li>• may include sight words</li> <li>• evidence of sound/symbol correspondence</li> <li>• use of dominant consonants and some vowel sounds</li> <li>• contains all real letters (semi-phonetic/phonetic spelling stage)</li> </ul> <p><b>PROCESS CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>• experiment with letter shapes to arrive at consistency of letter form</li> <li>• often refer to environmental print</li> <li>• may begin to use a word processor to create text</li> </ul>	<p><b>PRODUCT CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>• will stylize sentences around known words, repetitive phrases and sentence beginnings</li> <li>• uses words from the environment to complete sentences (phonetic/transitional spelling stage)</li> <li>• the message is predominantly contained in the writing</li> <li>• writing now provides the clues which enable the message to be read over time</li> </ul> <p><b>PROCESS CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>• begin to show concern for the conventions of writing (i.e., spacing, capitalization, punctuation)</li> <li>• begin to develop an awareness of their audience</li> <li>• experiment with letter shapes to arrive at consistency of letter form</li> <li>• often refer to environmental print</li> <li>• may begin to use a word processor to create text</li> </ul>	<p><b>PRODUCT CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>• beginning to gain control of conventions of writing</li> <li>• sentences are short, simple and can be repetitious</li> <li>• messages are <i>little stories</i></li> <li>• use both invented spelling and conventional spelling (transitional spelling stage)</li> </ul> <p><b>PROCESS CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>• write freely, creatively and independently</li> <li>• taking more risks</li> <li>• begin to edit</li> <li>• may begin to use a word processor to create text</li> </ul>

<b>EMERGENT WRITER STAGE</b>	By the end of second grade, most children will enter the <i>Developing Writer Stage</i> (Step 8). In grades 3, 4, and 5, children will progress within the <i>Developing Writer Stage</i> . By the end of the fifth grade, many children will be at the <i>Developing Writer Stage</i> (Step 10).	
<b>Step 5 Writing Awareness</b>	<b>Step 6 Stylized Sentence Writing</b>	<b>Step 7 Conventional Writing</b>
		<p>If I were in the Winter Olympics my sport would be bobsled I want to be in that sport because I like to go selding very fast I would practice going downhill in a big seld with three of my friends I would practice for 4 years I would go with three of my friends I would win a silver medal I would get in second place I would wear a siut with the Ameracin flag printed on it My firends and I will help and get a coach and get to the Olympics.</p> <p>When I was walking out of my house I saw two cars crash. The color of the car that crashed into the other car was black. And the color of the other car was red. When they crashed it made a bad bump sound.</p>

<p><b>DEVELOPING WRITER STAGE</b></p>	<p>By the end of second grade, most children will enter the <i>Developing Writer Stage</i> (Step 8). In grades 3, 4, and 5, children will progress within the <i>Developing Writer Stage</i>. By the end of the fifth grade, many children will be at the <i>Developing Writer Stage</i> (Step 10).</p>	
<p><b>Step 8 Early Transitional</b></p>	<p><b>Step 9 Mid Transitional</b></p>	<p><b>Step 10 Late Transitional</b></p>
<p>PRODUCT CHARACTERISTICS</p> <ul style="list-style-type: none"> <li>• shows concept of letter and word</li> <li>• may or may not have spacing between words</li> <li>• may include sight words</li> <li>• evidence of sound/symbol correspondence</li> <li>• use of dominant consonants and some vowel sounds</li> <li>• contains all real letters (semi-phonetic/phonetic spelling stage)</li> </ul> <p>PROCESS CHARACTERISTICS</p> <ul style="list-style-type: none"> <li>• think they are finished too soon</li> <li>• preoccupation with correctness may restrict quality</li> <li>• begin to worry over topic</li> <li>• develop balance between content and mechanics</li> <li>• continue to edit and begin to revise</li> <li>• revisions tend to be corrections</li> <li>• initially choose giant topics</li> <li>• become more aware of the end product</li> <li>• may begin to use a word processor to manipulate and publish text</li> <li>• broader writing episodes, encompassing looking ahead, looking back, anticipating, critiquing</li> </ul>	<p>PRODUCT CHARACTERISTICS</p> <ul style="list-style-type: none"> <li>• organization is tightly structured, step-by-step</li> <li>• little use of transitions</li> <li>• sense of voice is more consistent</li> <li>• some things have more importance than others</li> <li>• beginning use of description is evident</li> <li>• beginning to select relevant details</li> <li>• uses conventions of writing more accurately</li> <li>• more accurate use of conventional spelling patterns (transitional/conventional spelling stage)</li> <li>• uses more varied sentences</li> </ul> <p>PROCESS CHARACTERISTICS</p> <ul style="list-style-type: none"> <li>• may concentrate on one component of writing at a time</li> <li>• write for audience—believe writing is good if it's exciting, long, focused, full of sound effects, dialogue and action</li> <li>• continue to edit and begin to revise</li> <li>• revisions tend to be corrections</li> <li>• initially choose giant topics</li> <li>• become more aware of the end product</li> <li>• may begin to use a word processor to manipulate and publish text</li> <li>• broader writing episodes, encompassing looking ahead, looking back, anticipating, critiquing</li> </ul>	<p>PRODUCT CHARACTERISTICS</p> <ul style="list-style-type: none"> <li>• creative approach to interpretation of topic</li> <li>• sense of voice is evident</li> <li>• sense of audience is evident and consistent</li> <li>• accurate use of simple conventions of writing and spelling (conventional spelling stage)</li> <li>• includes descriptive language</li> <li>• includes interesting vocabulary</li> <li>• may include paragraphing</li> </ul> <p>PROCESS CHARACTERISTICS</p> <ul style="list-style-type: none"> <li>• additional risk-taking with complex conventions is noted</li> <li>• prewriting and drafting almost become one</li> <li>• can zoom ahead in mind's eye and return to organize and rearrange</li> <li>• gradually can think more things through before they write</li> <li>• first drafts gradually become more detailed and fluent</li> <li>• develop and internalize strategies to make revisions</li> <li>• become more aware of the end product</li> <li>• may begin to use a word processor to manipulate and publish text</li> <li>• broader writing episodes, encompassing looking ahead, looking back, anticipating critiquing</li> </ul>



<b>DEVELOPING WRITER STAGE</b>	By the end of second grade, most children will enter the <i>Developing Writer Stage</i> (Step 8). In grades 3, 4, and 5, children will progress within the <i>Developing Writer Stage</i> . By the end of the fifth grade, many children will be at the <i>Developing Writer Stage</i> (Step 10).	
<b>Step 8 Early Transitional</b>		
<b>My weekend</b>  Over the weekend I went to Madison. I went there to see a play. It was really good. It was called the Magichin's Nephew. I liked it a lot. Then we went to Michael's Custurd and brough custurd home for my Grandpa and Dad and Al. The play was the first of Narnia. It was about God our creater. Then I went up north. When we got in Parteevillie there was 101 grage sales (I didn't count. I'm just being sarcastic.) There was grage sale after grage sale. We stoped at one but didn't get anything. When we got up north my cousin Annie asked if I wanted to go over to my Granny's old house. I said sure. She has a go cart and trampoleen. My cousin caught a cat fish like two feet long. We went on our boat. The gocart is not ours. It is my Uncle Tom. But we use it because we let him use our boat. We just got a boat lift for it. I didn't catch anything. My friend Ashely is in sixth grade. Her cabin is up the hill and down. She is going to sale her cabin. My Uncle Tom (a different one) wants to look at her cabin for a cabin. Well bye.	<b>The Ameracen Egil ride</b>  <i>Once my mom and I went on the Amaracen Egil. We both sate in the sam car. When we were going up I started to get really scaerd. Then we got to the top and I was even more scaerd. Then we started going down, first slow and then fast. I told my mom I was really scaerd. She said, "It would not be very scaery. Then we were going really fast and I said, "I don't like this ride anymore." Then I held onto my mom because I thought I would fall out. I also held onto my Mom because the wind was blowing into my face and pushing me. I also held onto my mom because my stumik was feeling very sike when we stated going very fast.</i>  A week ago my crayfish shed his x-o-scallaton and he got biger. Not he is 2½ inches long. Sometimes when my fish go near my crayfish he snaps at them or he charges at them. My fish are about 2 ½ inches long, they are black. They have white dots on their forheads and one of my fish ownly has one fin on the side. I like my fish and my crayfish. My fish likes sleeping in groups on the left side. My cray fish likes sleeping in a house of rocks that we put in. My cray fish has shed his x-o-scallaton 2 times so far this year. They live in a fish bowl with a peble bottom. We clean the fish bowl every 3 weeks or every month. I caught my fish in a pond with a net.	<b>The Missing Book</b>  Last Friday I had a sleep over. I invited Natalie and Nicole. When we were getting in bed, Natalie said, "Can we read before we go to bed?" "Sure," I said. So that night we read. The next morning Natalie got ready to go because she had to go at 8:00. We had breakfast and then the doorbell rang. It was Natalie's dad. I got Natalie's things and said "bye." Then Nicole and me made a fort and we put our books in our sleeping bags. Then it was noon so we had to take Nicole home. The next day I was looking for my book. I couldn't find it anywhere. Four days latter I was still looking for it. Then I said, "Maybe it's in my sleeping bag." So I looked and there it was my book. I raced downstairs and told my Dad.-He was so happy I found it. And then I started to reading it.  <i>My Cousins Football Game</i> <i>One day I came home from school my mother asked me if I wanted to go to my cousin's football game. I said I would so she dropped me off over my aunt's house. From there we went to the football game. It was a huge stadiam. The game had already started. My cousin's team was looseing. The name of my cousin's team is the wildcats. The other team is tech. My cousin's team lost 20-0. A few days later he said his side hurt. He had to stay in bed because he was sick after that. I never heard of him playing football again.</i>

<b>DEVELOPING WRITER STAGE</b>	By the end of second grade, most children will enter the <i>Developing Writer Stage</i> (Step 8). In grades 3, 4, and 5, children will progress within the <i>Developing Writer Stage</i> . By the end of the fifth grade, many children will be at the <i>Developing Writer Stage</i> (Step 10).	
<b>Step 9 Mid Transitional</b>		
<p>The Wierd Guy</p> <p>It all started like a normal day. Then the clouds started moving in. My friend and I decided to go on a bike ride. We started out on our street and went by Subway. Then we went by the movie store and past Pius Xi. We turned around and went the other way. We just got on Glenview Road when this brown car started following us.</p> <p>We went threw St. Jude but he was waiting right where we got out. We started back to my house but he followed us. We went down Blue Mound R.D. but he still followed us.</p> <p>We turned on Honey Creak Road and we saw him start to pull something out of a bag. He put it in when the car came by. He turned to go back on are street. We had to bike up a step hill. He almost crashed into us but we moved over way to the side. We got up and started for my house. We were going as fast as we could. We just got to my drive way and he stoped. He watched us until we got inside. I have never seen him or his car since.</p>	<p>SANTA CLAUSE</p> <p>Once there was a man who lived in a log cabin in the North Pole. The man always stayed in his cabin except when he needed supplies like wood for fires and building, paint to paint the things he built, and food for him and his wife to eat and cook with. The man and his wife were a little chubby. In winter their cheeks were as red as roses. The man always wore trowsers and knit pants. His wife wore dresses. All of the clothes they wore were red, white, and green. One day the sky got very dark. Over night there was a snowstorm. When the man woke up he looked out the window and saw all the snow on the ground. He was so excited that he yelled out to his wife. "There's about 2 feet of snow on the ground." When the man's wife heard her husband yell she hopped out of bed and ran into the family roon where she found her husband jumping up and down. "I know that you love it when it snows but you're going to have to calm down." Well it just so happened that almost everyone that lived in the North Pole knew that the man loved snow. A little boy named Sam Tomson who was 3 years old wanted to know if the man was excited so he walked in 2 feet of snow up the mountain to the man and his wife's house. When he got in the man's house he knocked on the door. He wondered what the man and his wife looked like. Just then the door swung open. At the door was the man and his wife. The man had a white beard and white hair. He was about 5 feet tall. (The size of an elf.) The man's wife had gray hair and was about 5 feet tall also. The first thing he said was, "Hi, do you want to go on a walk with me?"</p>	<p><i>The Road Trip to Florida</i></p> <p><i>We left our house at 5:00 p.m. and my family hoped to reach Florida by the next night. As we were crossing the border between Wisconsin and Illinois I heard the clang, clang of the money going into the toll booth. Then I thought to myself this is going to be a long trip. It's 8:30 right now and everybody is yelling and screaming. I wish we could just turn around. Julie turned around and said to me.</i></p> <p><i>"Look what the sign says. It says we're already in Indianapolis."</i></p> <p><i>"Cool," I said with excitement. Now it's 10:30 and 2 hours have gone by and Mom and Sarah are sleeping but I am keeping Dad company. I think Brian is going to be the only one keeping Dad company pretty soon. It's 6:15 a.m. and we're somewhere in Tennessee and the sunrise is beautiful.</i></p> <p><i>Everything is a golden yellow orange color. Now Mom is stirring because Dad definitely needs a rest. ___ just woke up and the first person he is waking up is ___. Lucky her, I thought to myself sarcastically.</i></p> <p><i>"Can I wake up Dad, it's 9:00?" I said</i></p> <p><i>"No, just calm down. Dad needs his rest," said Mom. At 11:30 we finally stopped because everybody was sick of sitting around in the van.</i></p> <p><i>"We're already in Atlanta," I said with excitement. We jumped back in the car and hit the road...</i></p> <p><i>My mom called her family...</i></p> <p><i>"Wow what a trip." I'm wiped out. As we went to bed...</i></p>

<b>Step 9</b> <b>Mid Transitional (continued)</b>		
	<p style="text-align: center;">SANTA CLAUS (continued)</p> <p>"Sure!" said the old man. So the old man got his winter coat on. Then they went on a walk. When they were on the walk they talked about the snowstorm. "I love snow," said the old man.</p> <p>"Me to!" said Sam. Just then the man heard something. The man turned around and saw 8 reindeer. "My reindeer!" the man shouted. "I found my 8 reindeer that I lost last Christmas!"</p> <p>"Do you want to take your reindeer home" asked Sam.</p> <p>"Sure!" said the old man. So the old man and Sam took the reindeer to the old man's house. When the old man and Sam got to the old man's house the old man put his 8 reindeer in a barn he had in his backyard. After he did that he went back out to his front yard to say good bye to Sam. In the man's front yard Sam was waiting for the old man to come back. When the man came back Sam said, "I'm sorry but I have to go home to eat lunch."</p> <p>"OK," said the old man and waved good bye. Sam waved back. Then the man opened the door and went inside. Sam was just about to leave but he saw a sign on the old man's door. The sign said SANTA'S WORK SHOP.</p> <p>Sam was so excited that he ran home as fast as he could. He couldn't wait to tell his mom, his dad, his 2 brothers, and his 3 sisters. When Sam got home he ran all over his house yelling, "Hey everybody, I know where Santa lives." Just then Sam's mother saw Sam running all over the house. "What are you doing Sam? You know that your not allowed to run in the house the night before Christmas Eve when we are having the Christmas party. You might break something," said Sam's mother."</p> <p>"Sorry," said Sam.</p> <p>Just then Sam's sister Sara yelled, "What's going on in here" Sam was running around the kitchen table when Sara and Sam's 2 older brothers Mike and Dan and his other 2 sisters Lindsay and Emily came running into the kitchen. Sam had to stop to catch his breath, then he said, "I know where Santa lives!"</p> <p>"How do you know where he lives"? asked Emily.</p> <p>"Because I went up the mountain to tell the old man how much it snowed an on his door there was a sign that said SANTA'S WORKSHOP on it."</p> <p>"Does he have any reindeer?" Sara asked.</p> <p>"Yes he does and he has exactly 8," Sam said.</p> <p>"Well you better show him to us some time or we won't believe you" said Sara.</p> <p>"No I can't!" Sam said.</p> <p>"Why can't you?" Mike said in a mean tone.</p> <p>"Because!" Sam said back to him.</p> <p>"Children stop fighting and get upstairs and get ready for the party."</p> <p>So the children went upstairs and got ready. When all the children were ready they sat down and told each other what they wanted for Christmas. When they all told each other what they wanted they went downstairs. When they got downstairs they noticed everyone was there. "Wash up for dinner," their mother said. So the children went to wash their hands. When they came back to the table everyone was already eating dinner. The children went and got their plates and dished themselves up. Then they had dinner with everyone else. After everyone was done and all the plates were washed and put away, everyone went into the living room to exchange gifts. After all the gifts were passed out the children went upstairs and got in their beds. During the night Santa came to everyone in the world. In the morning they opened their presents from Santa. They all got neat presents and after that even Sara believed Sam saw the real Santa. THE END.</p>	

<div>DEVELOPING WRITER STAGE</div>	By the end of second grade, most children will enter the <i>Developing Writer Stage</i> (Step 8). In grades 3, 4, and 5, children will progress within the <i>Developing Writer Stage</i> . By the end of the fifth grade, many children will be at the <i>Developing Writer Stage</i> (Step 10).	
Step 10 Late Transitional		
<div>THE ENORMOUS EGG</div> <p>Once upon a time about a few years ago, there lived a boy named Tim and his pa. They dwelled together on a big farm in Wisconsin.</p> <p>The farm had lots of animals, chickens, roosters, horses, pigs, and even a little barnyard kitten.</p> <p>Early every spring morning, Tim gathered the eggs from the chickens and some days he left an egg or two for a chicken to hatch.</p> <p>On morning when Tim was gathering eggs, he found an ENORMOUS egg! It was as big as the WHOLE nest and the nest was pretty big!</p> <p>Tim darted back into the house and woke Pa.</p> <p>"Pa" called Tim, "Pa, come look what I found! It's a HUGE egg! Hurry up!" Pa dashed to the barn calling, "Where is it. Where is it?"</p> <p>When they both arrived at the barn Jim called, "It's right over here! Look how big it is!"</p> <p>Pa arrived at the next, "Yup that's a big one."</p> <p>"It's not just big it's HUGE!" Tim replied.</p> <p>It was about easter now. Tim and Pa were hanging up decorations. Pa asked curiously "Has that egg hatched yet?"</p> <p>"No, Pa, not yet," Tim answered.'</p> <p>"It's been a month so far and that egg hasn't hatched yet."</p> <p>Tim replied, "I wonder when it's going to hatch."</p> <p>At supper Tim was all worked up because dinner was the next day.</p> <p>"Pa, Pa easter's tomorrow!" Tim shouted. "I can't wait!"</p> <p>Well you better settle down and get to bed or the easter Bunny won't come," Pa said.</p>	<div>Tiger</div> <p>My cat is Tiger Manders. Tiger is big. He has orange fur with brownish stripes. He also has large eyes that turn yellow and glow in the dark. He is a tabby cat, though he doesn't act like one. About the only characteristics that are the same are inherited. He must get all his other things from environment. Unlike most tabbies Tiger isn't afraid of water, other cats, dogs, raccoons, unfamiliar people, and other dangers. Tiger is strong and can jump high, climb trees, and climb our house without front claws.</p> <p>My cat can be very mean. He got in a fight with a raccoon once. We were scared Tiger might get hurt. We only heard sounds but we knew it was Tiger.</p> <p>"Tiger!" we yelled.</p> <p>"Maaaaaaareow!" he seemed to answer in a plea. It was only for a short while but it seemed like years. All of a sudden the noise stopped.</p> <p>Tiger walked up.</p> <p>"What happened to you?" someone questioned knowing he wouldn't get an answer. Tiger's fur was sticking straight up. He wanted to go inside immediately. Tiger ran in and ate.</p> <p>He turned out not being hurt at all. In all the fight's Tiger has gotten in it has turned out the same. Tiger always seems to come out on top. I hope it stays that way forever.</p>	<p><i>One day my dad and I went up in an airplane with two parachutes and were going to attempt the most high jump in the history of America. We had been training for this jump for over 3 years now. If one little thing went wrong, we would just be one greesy spot in the road. We were so high that we couldn't see the ground, only because the clouds were thick that day. We were about to jump so we double checked our gear and on 10 we would jump. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. ahhhhh!!!! The sensation of flying like a bird was the best feeling I ever had. I was just floating for about 3 minutes when I realised it was time to open my shoot. So I reached back to pull the cord and waited for it to come out...It didn't. I pulled it again and again and it still did not open. I was scared out of my mind that I was going to be flat in about 1 minute. I would just be a greesy spot in the road. I tried to reach back for the emergency shoot but the force of the wind was to strong. I could see the ground very clearly now. I got closer and closer and started to yell and screme and all of a sudden I landed with a big thump. I could not beleive I was alive. I opened my eyes and...</i></p> <p><i>I saw my bed to the right of me. Then I felt my cat come and lick my face. I was thinking that I had died and gone to heaven. But when I saw my mom come in and say, "Time for breakfast, what do you want." Then I realised that I was just having a bad dream, a night mare, and I didn't really jump out of a plane and the shoot didn't open. I had just fallen out of my bed.</i></p>



Step 10 Late Transitional (continued)		
<p>THE ENORMOUS EGG (continued)</p> <p>"Good night, Pa," said Tim.</p> <p>"Good night," said Pa.</p> <p>Tim dawdled slowly up to bed. He was too excited to sleep but some how he drifted off.</p> <p>In the morning darted downstairs. He ran outside to get the eggs. When Tim checked in on the big egg it had a crack in it.</p> <p>Tim ran to tell Pa the news. "Pa, the egg has a crack in it!" Pa came rushing to the barn wearing his robe and pajamas.</p> <p>Pa arrived at the nest. The egg had hatched. Inside the egg were lots of tiny chocolate eggs covered in tin foil.</p>		<p><i>A Day At The Ponds</i></p> <p><i>Yesterday, November 10<sup>th</sup>, my class went to the ponds. Mike, Brian, and I went to make a fort in a tree, near the ponds. There are already some boobie traps there like we were whipped by branches on the tree. When we got there, we looked for that very tree and we climb up it and saw a rabbit bound away. It was <u>very</u> cool! One glimps of that rabbit and I felt like it was a bolt of lighning, flashing by twisting and turning. Then I saw it bound away from Steve and Eric. I couldn't believe my eyes. Jim also saw it and he seemed like it had never happened to him before. We were all astounded by how it dashes away from a predator...It was the neatest sight I ever saw!</i></p>

<b>DEVELOPING WRITER STAGE</b>	By the end of second grade, most children will enter the <i>Developing Writer Stage</i> (Step 8). In grades 3, 4, and 5, children will progress within the <i>Developing Writer Stage</i> . By the end of the fifth grade, many children will be at the <i>Developing Writer Stage</i> (Step 10).	
Step 11 Independent Writing		
PRODUCT CHARACTERISTICS <ul style="list-style-type: none"><li>• strong sense of voice</li><li>• strong sense of audience</li><li>• well developed</li><li>• includes supportive details</li><li>• sentences are correct and varied to create interest</li><li>• the message creates impact and evokes the desired response and/or further thinking from the reader</li><li>• accurate use of simple and more complex conventions of writing, including introduction, conclusion, paragraphing (conventional spelling stage)</li><li>• includes rich, descriptive language</li><li>• may include more than one point of view</li><li>• realizes that the audience expects to see a correct script</li><li>• internalize questions good writers ask themselves</li><li>• has internalized the process</li></ul>	<p>She, the Adventuress</p> <p>"Good-bye! We will miss you!" Angela Pine called out to her 17 year old daughter, Anita. "Oohh! Oohh!" sounded the ship's whistle. The ship was leaving.</p> <p>Anita Pine was an only child and smart for her age. She like adventures and that's why she was going on this trip ALONE.</p> <p>The best was going to the Island of Pyzihohy. This was Anita's first trip alone.</p> <p>"How do you like the ride so far, Miss Pine?" asked the captain.</p> <p>"Very nice," answered Anita.</p> <p>A man in a sailor suit came along.</p> <p>"Hi Tim," said the captain. "Miss Pine, this is Tim, He is my first mate."</p> <p>"Pleased to meet you, Ma'am," Tim told Anita.</p> <p>Anita blushed.</p> <p>"Take her bags, will you?" asked the captain.</p> <p>"Yes Sir!"</p> <p>Anita followed Tim to her cabin on the ship. She opened the door with her key. "Thanks," she said. "I'm going to turn in." She closed the door.</p> <p>That night Anita was sleeping very peacefully until she heard a big, thundering crash that came from the deck. Anita grabbed her pants and a sweater, put them on, opened the door, walked outside, locked her cabin, and ran.</p> <p>When Anita stepped on the deck she almost fell into the pool. The captain was out on the deck in his pajamas with his daughter, Lou. There were boxes scattered everywhere. There were thirteen to be exact.</p> <p>"Tim!" called the captain. "Get on the deck right now!"</p> <p>Tim came in his robe. "Why Sir, why did you do this?"</p> <p>"I didn't do it! Do you think I'd want to do this?"</p>	<p>Life's Mystery</p> <p><i>So swiftly she moved, her pale feet, brushing gently across the silken meadows. She drifted, as if soaring through the clean fresh air, on a sparrow's wing. But she wasn't. She was not floating but falling, plunging to her death. I ran to save her but it was too late. She hit the ground and then her eyes closed. The birds stopped singing and the leaves stopped falling. It wasn't the same without her. She was a goddess to everyone and brought spring, summer, and fall. Only one season did she not bring. The evil winter. He killed her for revenge. For she was beautiful and he was ugly. She brought happy times and he brought times of anger and famine, disease and hate. Everyone loved her; everyone hated him. He made her fall, but how could someone so good die? Now everyone must love him, and thank him for the seasons of good. But when he had all the seasons in his power, nothing seemed to be good anymore. People hated each other; and killed, and fought wars. This was the way he liked it. No person was happy with what they got. It was now a world of greed, and plague. People stole and polluted. There was only one peaceful place. That was where She was buried. Four people spent their lives there, worshipping her. They could not be touched by the evil one. Around them they could not see the bad things that were going on. They did not want to look</i></p>

Step 11 Independent Writing (continued)		
	<p>She, the Adventuress (continued)</p> <p>"No Sir!"</p> <p>"Captain, Tim, what's the need for arguing? What we've go to do is found out who did it?" said Anita.</p> <p>Now before I go on, there is one thing I should tell you. Anita Pine LOVES mysteries. In fact, some people call her Private Eye Pine!</p> <p>While Tim, Anita, the captain, and Lou were picking up the bones, a lady came out screaming.</p> <p>"I just saw a dark figure go pass my window," said lady. "My cabin number is 238. My name is Shirley Burge."</p> <p>"Miss..." started Anita.</p> <p>"Mrs."</p> <p>"Oh yeah, Mrs. Burge. Come on! Let's find the dude! Don't worry," Anita said as she grabbed Mrs. Burge's hand.</p> <p>"Really some kid, isn't she Captain?" asked Tim.</p> <p>"I guess."</p> <p>"First, let's inspect your area and window," Anita said.</p> <p>"Why the window?" inquired Mrs. Burge.</p> <p>"Just in case the window was playing tricks on you."</p> <p>They looked for prints, too.</p> <p>"I found some!" screamed Mrs. Burge suddenly.</p> <p>Lights went on aboard the ship. A lot of "shh" and "Can't you see some of us are trying to sleep?" were heard.</p> <p>"Never mind them," Anita told Mrs. Burge. "Where do they lead to?"</p> <p>"Well let's see...right here! Agh!"</p> <p>There was a man standing at the end of the tracks. "Got you!" shouted Anita.</p> <p>Lights went on again. "Shut up!" shouted a man.</p> <p>"Back to you!" yelled Mrs. Burge.</p> <p>Anita grabbed a fishing net and threw it over the man's head.</p> <p>"Why, you're just a kid!" yelled the man in a voice that knifed across to the deck. The captain, Tim, and Lou came running.</p> <p>"You've caught him!" said the amazed First Mate.</p> <p>"Yes she has," grunted the man. Some gold coins fell out of the man's pocket.</p> <p>"You're the one who stole them!" shouted the captain. "We'll put you in jail. These are the ship's."</p> <p>The next three days were boring when compared to the first night. That is, all except for the last night. There was a big dance. Anita danced with Tim the whole night.</p> <p>The days on the island were hot, but not too to ruin Anita's fun. She went to the beach every day. She went shopping also. Anita had fun.</p> <p>On the plan ride home to Poway (San Diego) Anita had lobster and potatoes. (A VERY delicious meal.)</p> <p>When Anita got home everyone greeted her with a warm welcome. "I missed you all," said Anita and began telling them her adventures.</p> <p>THE END</p>	<p><i>Life's Mystery (continued)</i></p> <p><i>either. The evil one had gained so much power that whole countries suffered, and people had to build jails and courthouses. There were many for miles around. Too much crime was going on. Was there a way to stop it? Was there a way to stop the pollution? The people were getting desperate. The earth was getting too crowded. What were we to do? It all depended on the children. Could they change what has happened to the world? Maybe. But maybe not. If you want to know, I can't tell you the answer.</i></p>

**Step 11**  
**Independent Writing**

"Hi Mom! I'm home!" cried David Caliron. "Wow! What's that?"

"It's a plant that I bought at the plant store. Do you like the big flower on it?" asked Mrs. Caliron.

"Yes! It's beautiful!" exclaimed David.

"Hi, Mom!" said Nancy Caliron as she came into the room. "Wow! What a beautiful plant!"

"Mom got it at the plant store," said David.

"It sure is pretty. What kind of plant is it?" asked Nancy.

"I asked the florist, but he didn't know. He said he had bought it from a horticulturist who didn't say what kind of plant it was."

"What's a horticulturist?" asked David.

"A horticulturist is someone who grows plants and sells them to a florist," answered Mrs. Caliron. "But enough about plants. Come and eat your snack." So Nancy and David forgot all about the plant.

The next morning Nancy noticed that there was a lot more dirt in the plant's pot.

"Mom, wasn't there enough dirt in the plant's pot before?" Nancy asked Mrs. Caliron.

"I didn't put any dirt in the plant's pot," Mrs. Caliron replied. Just then David called from the kitchen,

"Mom, I thought it was my job to take out the garbage!"

"It is your job." Said Mrs. Caliron.

"Then why isn't there any garbage in the garbage can?"

"I don't know. I didn't take out the garbage. Did you take out the garbage Nancy?" Mrs. Caliron asked.

"No," said Nancy and before David could say anything else, she asked him, "Why did you put more dirt in the plant's pot?"

"I didn't put any more dirt in the plant's pot," David said.

"Wait a minute," Mrs. Caliron said. "If none of us took out the garbage, and none of us put more dirt in the plant's pot, who did?"

"A burgler?" Nancy whispered.

"Of course not, silly," David said. "Burglers don't go around taking out the garbage and filling plants' pots with dirt!" "I know!" cried Nancy. The plant ate the garbage and turned it into dirt."

"Yeah!" said David.

"That's ridiculous!" said Mrs. Caliron. But the next day the garbage was gone and there was more dirt in the pot.

"Kids, if it's true that this plant eats garbage we could make more of them and with a lot more of them the world would be a much better place," Mrs. Caliron exclaimed.

"But how do we make more of them?" David asked.

"With seeds in that flower," Mrs. Caliron said. In a few weeks, the seeds that David, Nancy and Mrs. Caliron had planted had grown very big. Then Mrs. Caliron took half of them to the plant store, after taking the seeds out of the flowers. That way, people would buy them and take them home and the plants would eat their garbage.

"What are you going to do with the other half, Mom?" Nancy asked.

"You will see," Mrs. Caliron answered.

When she got back home, Mrs. Caliron told David and Nancy what they would do with the other half of their plants.

"We will plant these plants outside all over the place! The plants will spread their seeds and make more plants! Whenever someone litters, the plants will eat it up!" Mrs. Caliron exclaimed. "We could put them in landfills too," said David.

Well, after a while people had realized that this kind of plant ate garbage. Nancy, David, and Mrs. Caliron were famous and the world was free of garbage.

THE END